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Arithmetic, Buckingham's Scale for Problems in Arithmetic, Monroe's Diagnostic Tests in Arithmetic, Monroe's Standardized Silent Reading Tests, Charters' Diagnostic Language Test and Language and Grammar Test, Willing's Scale for Measuring Written Composition, Harlan's Test for Information in American History, Sackett's Scale in United States History, Hotz's First Year Algebra Scale, Minnick's Geometry Tests, Holley's Sentence Vocabulary Scale, and Holley's Picture Completion Test for Primary Grades.

In addition, the bulletin contains a chapter each devoted to Monroe's Standardized Reasoning Tests in Arithmetic and Timed Sentence Spelling Tests.

Advanced commercial arithmetic.—High schools which attempt to prepare young people to enter commercial life have frequently suffered the criticism that the graduates of commercial courses are ignorant of even the more elementary principles and processes involved in business transactions. Particularly is there complaint that the schools do not effectively teach the mathematics of business. In explanation of this apparent failure, it is noted that the attempt to provide for all the subjects of instruction which an acceptable commercial curriculum is supposed to contain has, in many schools, resulted in limiting the pupil's training in the specialized mathematics of the field to a somewhat elementary, if not a comparatively brief, course in commercial arithmetic which he usually gets in the first year of high-school work. Where the traditional type of mathematics course obtains in the intermediate grades, the pupil is of necessity left without a knowledge of certain functions which are fundamental to applied business mathematics. In recognition of the need for a more thorough type of training in this phase of commercial instruction, a text¹ is offered which comprises the material the authors have for six years used successfully with fourth-year high-school classes.

With the idea of providing a text for use in general courses in commercial arithmetic, the authors include a wide range of topics, dealing with profits, insurance, taxes, exchange, interest, and pay-roll calculations. The material is distinctly concrete, numerous illustrative examples and exercises being presented in connection with each topic, necessary definitions and explanations being brief and concise in every case. Special care is taken, where possible, to explain and illustrate several recognized methods of procedure. Thus, in the treatment of depreciation, four methods of computation are shown: the straight line method; a fixed rate, computed each year on the original value of the property; a decreasing rate, computed on the original value of the property; a fixed rate, computed on a decreasing value. The more technical and complicated processes—logarithmic applications, weighted averages, practical uses of the progression formulas, and the slide rule—are treated with a

¹ EDWARD I. EDGERTON and WALLACE E. BARTHOLOMEW, *Business Mathematics*. New York: Ronald Press Co., 1921. Pp. vi+305.

view to equipping the individual with all the essential knowledge for accurate and careful calculations when required.

The numerous tables, forms, charts, and formulas, together with lists of abbreviations and symbols used in commercial transactions, make the book serviceable both as a text for school use and as a manual for those already actively engaged in business.

The high-school schedule of recitations.—The steadily increasing size and complexity of public high schools present to the administrative officers of such institutions a continuous problem of organization and adjustment. Under the necessity of keeping staff and equipment in readiness to meet the requirements of ever growing classes and expanding curricula, the high-school principal is driven to a careful analysis of the situation as it exists in his school and to a consideration of the several factors involved in any scheme looking to the effective and economical administration of the educational program for which he is responsible. One of the most difficult of these problems of administration, and one which the principal faces annually, is that of constructing the daily schedule of recitations. An ingenious device which the principal of one large high school has found serviceable in simplifying the task of schedule-making is described in a late number¹ of the "School Efficiency Monographs."

Recognizing the fact that each high-school program must take account of many factors peculiar to the local situation, the author points out certain fundamental considerations that become the basis of all program-making and explains his method of formulating a daily schedule which readily adapts itself to any type of high-school organization and which tends to become permanent with only such readjustments each year as changed conditions and new courses may require.

The plan described employs the "block" method of distributing class sections, a plan which arranges all sections in non-conflicting groups. Assuming that the high-school pupil's program will normally consist of twenty or twenty-five class periods per week, a six-block program is planned, thus allowing at least one free period per day as a means of giving flexibility to the pupil's schedule. In order to avoid possible conflicts, each block is made up of a different group of class periods, so that recitations scheduled in one block cannot conflict with those scheduled in any other block. The class sections are designated by letters, and no section letter is repeated in a given block. The class periods are so arranged within the block as to give an equal distribution of early and late periods of the school day.

Similar specific suggestions are presented with reference to procedure in the assignment of teachers and rooms to recitation sections, equalization of sections, determination of study-rooms, and making the teachers' schedule

¹ MYRON W. RICHARDSON, *Making a High School Program*. Yonkers-on-Hudson, New York: World Book Co., 1921. Pp. 27.